

Quality Counts
Indiana Charter School Program Grant
REQUEST FOR PROPOSAL 84.282A
2017-2018

Final Approved Version

Vanguard Collegiate

January 31, 2018



Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: Vanguard Collegiate

Contact Person for Grant: Robert Marshall	Title: Executive Director
Total Grant Funds Requested: (Up to \$900,000): \$899,112	Total Project Period Months Requested (24-60 months): 42
Application to: <input checked="" type="checkbox"/> Open <input type="checkbox"/> Expand <input type="checkbox"/> Replicate	Expected Date School will Open, Expand, or Replicate: August 1, 2018
Charter Award Date (indicate if expected): November 13, 2017	Charter Expiration Date: June 2023
Proposed Charter School Address: 46222	
Applicant Address (if different than proposed address): 7160 Camwell Dr. Indianapolis, IN 46268	
Applicant Telephone: 317-513-2128	Applicant Email: rmarshall@vcindy.org
Fiscal Contact	
Fiscal Manager: Dan Levine	Title: Treasurer
Telephone: 317-501-8489	Email: dlevine@herffjones.com

Charter School Board Contact Information	
1. Board President: Molly Chamberlin	2. Email: molly.chamberlin@chamberlindunn.com
3. Board President Address: 8225 Ontario Lane, Indianapolis, IN 46268	
Authorizer Contact Information	
1. Authorizing Agency: Indiana Charter School Board	2. Authorizing agency contact person: James Betley
3. Authorizing agency contact telephone: 317-232-7585	4. Authorizing agency contact email: indianacharterschoolboard@icsb.in.gov
5. Authorizing agency address: 143 West Market Street, Indianapolis, IN 46204	
<p>20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
_____	_____
Authorizer Official Printed Name	Title
_____	_____
Signature	Date

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

- ☐ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☐ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.
- ☐ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☐ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☐ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☐ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☐ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).

___ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

___ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

___ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

I have read the above and agree to all terms and assurances.

Signature of Project Contact

Date Signed

Signature of Board President

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018	5- 6	120
Second Year 2019	5 -7	240
Third Year 2020	5 - 8	360
Fourth Year 2021	5- 8	420
Fifth Year 2022	5 -8	480
Maximum	5 - 8	480
Student Demographics <i>indicate if actual or expected percentage of total student population</i> Actual X Expected		
Free/Reduced Price Lunch: 89%	Special Education: 18%	English Learners: 18%
Black: 60%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 25%
American Indian: 0%	Multiracial: 5%	Asian: 0%
White: 10%	Male: 55%	Female: 45%

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	January 2018 to July 2018 * *Max 18 months	\$200,000* *Max \$300,000 for planning year
Year 1 Implementation	July 2018 to June 2019	\$297,600
Year 2 Implementation	July 2019 to June 2020	\$281,712
Year 3 Implementation (if applicable)	July 2020 to June 2021	\$199,800
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		\$899,112* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Email: Phone Number:
English Learners (including Title III):	Contact Name: Email: Phone Number:
Title I, Part A:	Contact Name: Email: Phone Number:
Title II, Part A:	Contact Name: Email: Phone Number:

Management Organization Information		
Will the school work with a charter or educational management organization? Yes X No		
If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school Employed by the management organization	
Note about management organizations: Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 2 page limit for optional elements if attaching additional pages.
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<p>CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations</p> <p>Indicate areas of focus</p> <ul style="list-style-type: none"> Early Childhood X Postsecondary Rural Areas 	<p>Addressed within Charter Application (Page 4, Executive Summary, “Core Values”; Page 16, Education Plan)</p>	<p>Vanguard Collegiate is a middle school (grades 5-8) that is focused on ensuring that our scholars leave grade 8 with the appropriate skills and abilities to ensure they are on the right path toward college and career readiness. While our grade span does not all us to offer postsecondary programming such as dual credit, we believe that we quality for the competitive preference priority of postsecondary because of our focus on postsecondary readiness.</p> <p>To illustrate, we will require our scholars to complete individual success plans for middle school, high school, and college. The success plan will mirror details and information required in the college application process. Success plans will include any certifications or awards the student has received; assessment results and evidence of participation in extra-curricular activities; community volunteer and leadership experience. a map of the classes they need to take in high school to graduate on time with an honors diploma; a chart of supplemental programs they should access; and basic information about the student’s top five college choices. The plan can and will be used to guide scholars as they move from Vanguard Collegiate into high school and then college.</p> <p>To further demonstrate our focus on postsecondary goals and success, each student is placed into a cohort that is named after a college or university. Our students will be given the opportunity to visit college campuses and participate in college tours, just like high school students.</p>
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Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.
1. Provide an overview of the project, including the vision of the charter school and expected outcomes aided by the CSP funds.		

<p>1a) Describe the vision of the charter school.</p>	<p>Addressed within Charter Application (Page 1, Executive Summary, “Vision”)</p>	<p>At Vanguard Collegiate, we envision a world in which our scholars are equipped for post-secondary and subsequent life success regardless of race, socioeconomic status, family educational attainment, or ZIP code. Our scholars will lead lives of leadership and act as vanguards—leaders in thought, word, and action. Our students will be prepared through rigorous curriculum that addresses deficiencies and accelerates learning to grade level standards, meaningful and quality instruction that follows a clear scope and sequence leading to a college preparatory high school course of study, and values-focused character development. Vanguard Collegiate will provide scholars with critical thinking skills, integrity, and a sense of social and personal responsibility to seize educational opportunities, bringing their dreams, and those of their families, to fruition. Our core values will drive the school, every day, in every classroom, and in every lesson: Team, Hard Work, Integrity, Nobility, and Knowledge.</p>
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<p>1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.</p>	<p>Addressed within Charter Application (Page 1, Executive Summary, “Educational Need and Target Population” and Page 2, “Community Engagement”; Pages 35-49, “Student Recruitment and Enrollment,” “Parents and Community,” and Attachment 9.</p>	<p>Vanguard Collegiate is designed to meet the needs of the community in which we will be located. In our target location, ZIP code 46222, only 10% of the population holds a bachelor’s degree or higher, and 27% do not have a high school diploma. The unemployment rate is 17% and average household income is \$25,000. In addition to low levels of educational attainment and high unemployment, the 46222 neighborhood is plagued by high crime rates. Most of the public school options in the 46222 area have received failing grades on accountability from the Indiana Department of Education. Further, the community has no standalone 5-8 schools. A high-quality educational option is needed for our target community, especially one that focuses on values-based education, critical thinking, developing a sense of community, and postsecondary preparation.</p> <p>Vanguard Collegiate is committed to recruiting students in our target 46222 ZIP code. We have utilized a broad range of strategies to ensure all families and community members, particularly those that may be less informed of school choice options, are aware of the opportunity that Vanguard Collegiate will provide. Over the last year, we have worked to inform the community about the school by participating in community-based events; creating partnerships with local community organizations and churches; canvassing the neighborhood; and providing information sessions in partnership with local organizations. We have and will continue to pursue relationships with neighborhood organizations including Christamore House, The Mary Rigg Center, Haughville Library, and Haughville Neighborhood Association to share information about Vanguard Collegiate and to assist us in student recruitment. Based on the strong desire for a school like Vanguard Collegiate, as well as our efforts to engage the community and share information, we were able to obtain a number of letters of support from community organizations (shown in Attachment 9 of our charter application). In addition, a number of community residents attended the public</p>
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		<p>hearing for Vanguard Collegiate to demonstrate their support. Vanguard Collegiate will be seen as a charter school that does something positive with and for our community, rather than being seen as something being done to the community.</p>
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<p>1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.</p>	<p>Addressed within Charter Application (Page 18-25, “Instructional Design Framework,” “Literacy,” “Mathematics,” “Power Hour,” “Social Studies,” “Science,” “Co-Curriculars,” “Curricular Design,” “Highly Effective Teachers,” “Instructional Strategies,” “Small Group Instruction,” “Blended Learning,” “Habits of Discussion,” “Taxonomy Training Techniques”</p>	<p>Vanguard Collegiate of Indianapolis is committed to educating the students of Indianapolis’ on the Near Northwest side, equipping them with the critical thinking skills, integrity, and sense of social and personal responsibility needed to be clearly on the path to high school, college, and career success. Vanguard Collegiate will operate a classroom-based model; in Year 1, we will have 4 classrooms (two fifth grade and two sixth grade) of 30 students (total of 120 students). We will implement a slow growth model, adding seventh grade in our second year of operation, and will be fully grown to eighth grade in our third year of operation. At full scale, we will have a Lower Academy (fifth and sixth grades) and Upper Academy (seventh and eighth grades). The Lower Academy focuses on building academic foundations and scholar enculturation. In the Upper Academy, scholars are focused on proficiency, mastery, higher order thinking skills, and high school preparation. We will matriculate students with academic achievement results that rival those of the best schools locally and nationally through:</p> <ul style="list-style-type: none"> • High quality instruction of rigorous college preparatory curriculum in all content areas, aligned to the Indiana Academic Standards • Longer school day (8.5 hours) and school year (185 days) with expanded time for learning • Prioritized focus on literacy and math, with 160 minutes of English and 110 minutes of Math instruction daily for all fifth through eighth grade students • Consistent communication with families about their scholar’s academic achievement and needs through weekly progress reports, biweekly phone calls, and monthly schoolwide family events • Blended instruction with technology –Math and English classrooms with blended learning model where students rotate from computer-based
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		<p>individualized learning programs to small group targeted instruction with specialized attention from teachers to independent work time;</p> <ul style="list-style-type: none"> • Co-curricular offerings that allow students to discover their interests and passions while preparing them for college and career • Direct support to students and families as they navigate the high school selection process.
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<p>1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana’s challenging academic standards.</p>	<p>Addressed within Charter Application (Page 16-18, Section 2: School Design, Education Plan, Innovation; Page 31-35, Special Populations and At-Risk Students)</p>	<p>Vanguard Collegiate plans to implement several innovative and unique components to engage all of our students and ensure they meet Indiana standards, regardless of disability or language. Vanguard Collegiate offers an extended school day, running from 8AM-4:30PM, with a 185-day school year calendar. Our students will obtain approximately 25 more days of instructional time than they would receive in a traditional public school district. An extended school day is shown to increase student achievement in math and literacy and improve social-emotional skills of students with attention deficit/hyperactivity disorder. Our extended school day uses 160 minutes of Literacy and 110 minutes of Math instruction daily.</p> <p>Vanguard Collegiate will utilize blended learning, as a student engagement technique, as well as a mechanism for “meeting students where they are” while they catch up, keep up, or accelerate in English/Language Arts and Math. Each student will have a laptop to access high-quality computer-based learning programs that allow students to access content on their own level, ensure individualized instruction, and receive rapid feedback on practice. Blended learning will further allow us to ensure that we are meeting the needs of each student, including those with disabilities and English Language Learners. Small group instruction, blended learning, tutoring, and differentiated instruction will support in bringing our mission to fruition, where all students are equipped with the knowledge and skills for success in high school.</p> <p>Our unique focus on character development will help ensure that students graduate from Vanguard with our core values of Team, Hard Work, Integrity, Nobility, and Knowledge. Informed by these values, we will offer a highly-structured school culture with clear routines, high expectations, joy, and supports that lead to student achievement. Intentional character development supports growth of necessary skills for college success, including critical thinking and</p>
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		<p>discipline. Our core values are taught and celebrated schoolwide and are central to our discipline system, with rewards and consequences directly connected to those values.</p> <p>Vanguard Collegiate will provide service learning opportunities to each student, including a Capstone Project. Service learning increases student attendance, decreases the probability that students will engage in “risky” behaviors, builds their social responsibility and citizenship skills, and helps them acquire and apply academic skills and knowledge. Through our Capstone Project, our students will learn the impact of supporting their community through policy, advocacy, and community development. This project will build students’ knowledge, skills, and character. As part of the project, community organizations will be invited into the school to pitch their needs to student groups. The students’ projects will then be required to address those needs. This approach empowers students from the surrounding area to make specific, positive, observable, and sustainable changes in their community while learning real-world skills and tackling important challenges facing the community.</p> <p>Finally, Vanguard Collegiate will require all students to complete a College Preparedness Plan. This plan will model key aspects of college applications. The student will build a portfolio complete with assessment results, evidence of participation in extra-curricular activities, community volunteer and leadership experience, letters of recommendation, and an academic transcript that shows mastery in core academic areas. The plan will map out target courses to obtain an I.B. or Academic Honors diploma; external development opportunities; and college and career choices. We will measure student progress toward college readiness with individualized academic goals for each student.</p> <p>We implement an inclusive, heterogenous educational model serving all students.</p>
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		<p>Our approach is based on the successful models of high-performing charter schools serving similar populations. We will use a full inclusion process whenever possible by maximizing accommodations and minimizing modifications.</p> <p>We will provide the highest quality college preparatory education and necessary supports for scholars to be academically and behaviorally successful. We will ensure all students are provided a free and appropriate public education in the least restrictive environment. Upon enrollment, we will meet with each family, where we will ask them to identify if their child has an existing IEP or has previously received special education services. Our Student Supports Coordinator, who will be dually certified in special education and teaching English as a second language, will work alongside general education teachers to ensure all students' needs are met. Our instructional practices will integrate frequent, strategic academic monitoring of all students through nationally-normed assessments and interim assessments. If assessments demonstrate that a student is struggling academically or behaviorally, we will meet the needs of that student using a Response to Intervention (RTI) approach. RTI is a multi-level approach that begins with high quality instruction and universal screening of all children in the general education classroom. Students are then provided with interventions at increasing levels of intensity to accelerate their rates of learning. If the intervention plan is unsuccessful, not resulting in academic or behavioral improvement, we will meet with the student's parent/guardian to discuss next potential steps, including whether evaluation for special education eligibility and related services is needed. If the student is eligible, an Individual Education Plan (IEP) will be developed and reviewed at least once each school year.</p> <p>Our ELL program will comply with Federal laws and regulations, as well as providing our ELL students with the instruction necessary for them to acquire and master English academic language skills. Students with ELL needs will be held to</p>
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		<p>the same academic and behavioral expectations and have access to the same academic programs, opportunities, and services as all Vanguard Collegiate students. English language learners' needs will be met using the Sheltered English Immersion Model (SEI), an approach to teaching academic content in English to ELLs in the same classroom as native English-speaking students with support for all core academic teachers, as well as the Student Success Coordinators and school leadership. Vanguard will identify students as potential ELLs; assess students' needs for EL services; develop and implement a program for these students; ensure that necessary staff, curricular materials, and facilities are in place; develop and implement appropriate evaluation standards; and assess the success of the program and modify where needed.</p>
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<p>1e) Describe how the school will develop 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.</p>	<p>Addressed within Charter Application (Page 16-18, School Design, Education Plan, Innovation; Page 18-25, Curriculum and Instructional Design)</p>	<p>At Vanguard Collegiate, we recognize that our scholars need to be strong in literacy and math in order to have the skills to succeed in college and subsequent careers. While literacy and math are our foundations, we also recognize that scholars of the 21st century also must be equipped with critical thinking skills; technology skills; discussion skills; hard work and integrity; and the ability and desire to be lifelong learners.</p> <p>To increase our scholars' critical thinking skills, our highly-qualified teachers will utilize instructional tools such as Socratic method, research projects, inquiry-based learning, and discussion in their courses. In addition, Vanguard will provide a Critical Thinking course as part of its co-curricular course offerings. Critical Thinking begins in Grade 5, with a focus on basic logic and deductive methods, moving into a community-based Service Learning project in Grade 7, where students will be expected to utilize their critical thinking skills to identify a community need and develop a project to address that need. In Grade 8, Critical Thinking focuses on exploring college and careers, where students will be guided in identifying their lifelong goals and discussing and researching the methods to achieve these goals.</p> <p>Technology skills will be addressed through blended learning. We will have a one-to-one student/laptop ratio, and students will access high-quality, computer-based learning programs. Further, technology will be utilized creatively in the classroom to encourage and enhance research skills.</p> <p>Vanguard Collegiate also will focus on character development, particularly around growing employability, or "soft" skills. These are the skills that employers most often identify as lacking in their employees, and they are critical for employment success. Soft skills include the desire to work hard, arrive on time, adapt to new task and employment requirements, and work collaboratively. Our character</p>
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		<p>development focus, and our core values of Team, Hard Work, Integrity, Nobility, and Knowledge, which are embedded in our daily activities will help students develop those skills that employers are seeking. Scholars are taught to take ownership of their actions and their community, understanding that individual success is connected to the success of the group and the community. Scholars will establish academic and life goals and will be expected to commit to the plan, habits, actions, and thoughts essential to achieving those goals. School faculty and staff will teach scholars at every level to act with respect and dignity and build in scholars the desire and ability to take pride in their work and the professional impressions they make. Faculty and staff will work with scholars to establish learning as a goal and relentlessly pursue improvement as they gain the knowledge, skills, and abilities that will put them on a successful path to college and career readiness.</p>
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<p>1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)</p>	<p>Vanguard Collegiate has developed a startup and 5-year budget for the proposed charter school. The multi-year budget was prepared utilizing conservative revenue and expense assumptions whenever possible, with professional consultation from charter school budgeting and finance experts. Each fiscal year, the budget reflects a positive operating income and a growing fund balance to provide the school with opportunity to absorb unforeseen financial circumstances. By the end of the second year, fund balance is approximately equivalent to one month of operating cash and by the fifth year of operations, fund balance is equivalent to over three months of operating cash. To that end, most expenses in our CSP budget reflect expediting expenses we would otherwise incur in later years (i.e. – Hiring the Dean of Culture in Year 1 of the school as opposed to Year 2). Vanguard Collegiate has budgeted an ample projected fund balances to absorb the impact of potential revenue shortfalls. Fund balance is projected to be 8% after Year 1, or the equivalent of 1 month of operating cash on hand. By Year 5, fund balance is projected to reach just under 16% or 2 months of cash on hand. If Vanguard Collegiate encounters some financial difficulties in the form of a budget shortfall, such as higher facility costs, higher staffing expenses, or lower enrollment, it will use several strategies to make up the shortfall, including but not limited to:</p> <ul style="list-style-type: none"> • Staffing plan revisions: Administrative and leadership staff may have to be deferred or eliminated entirely. Instructional staffing may need to be revisited and optimized. • Salary reduction: Salaries would need to be within the means of the organization, which might make the school less competitive in hiring. • Benefits reduction: The school would have to revisit employer contributions to
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		<p>employee benefits and look for opportunities to achieve savings.</p> <ul style="list-style-type: none"> • Scale back facility requirements: The school might have to re-evaluate its intended square footage footprint to lower its lease and utility costs. • Group purchasing: Identify opportunities to partner up with other local schools to share costs or participate in national charter school purchasing collaboratives. <p>In addition to reducing internal spending, Vanguard Collegiate will explore supplemental revenue opportunities like outside grants and fundraising. As mentioned earlier, it has only included \$75,000 in board fundraising in Year 1. It would evaluate a longer sustained fundraising effort by the board.</p>
2. Provide an overview of the expertise of the charter school developer(s) to open, replicate, or expand the high-quality charter school.		

<p>2a) Identify the key personnel involved in the development and describe their previous experience.</p>	<p>Addressed within Charter Application (Page 10-18, Section 1: Evidence of Capacity - “Founding Team Members,” “Development and Planning Partners,” “Qualifications of the Applicant Group,” and “Proposed Executive Director”</p>	<p>Vanguard Collegiate’s Founding Team consists of a group of high-capacity, proven community leaders and the Lead Founder, Robert Marshall, a Building Excellent Schools Fellow—all of whom are dedicated to the mission of Vanguard Collegiate and to the development of a school that will provide a quality option that middle school students in Indianapolis need to be prepared for high school and college success. Working with the understanding and firm belief that all students can learn and succeed regardless of their socioeconomic status, home situation, or community challenges, the Founding Team has devoted its time, talent, and expertise to provide a college preparatory academic experience to students of the Near Northwest side of Indianapolis. The Board of Directors is comprised of members who work in and/or have experience and expertise in Education, Finance and Accounting, Law, Governance, Facilities and Real Estate, Community Outreach, Strategic Planning, Technology, Executive Leadership, and Marketing and Communications. Members of the Founding Team:</p> <ul style="list-style-type: none"> • Asia Bartee, HR Manager, Johnson Controls • Molly Chamberlin, Vice President, Thomas P. Miller & Associates • Sibeko Jywanza, Director, Marion County Youth Advocate Program • Dan Levine, IT Vendor Manager, Herff Jones • Robert Marshall, Lead Founder and proposed Executive Director, Building Excellent Schools Fellow • Damon Martin, Director of Talent Management Strategy, One America • Juan Pablo Roman-Lagunas, Partner, Roman-Lagunas & Wheeler, LLC
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		<ul style="list-style-type: none"> • Tonya Taylor, Director of Special Education, Purdue Polytechnic High School <p>The Board of Directors of Vanguard Collegiate will serve as the school's governing body, overseeing fulfillment of the school's mission and its promises to the authorizer and to our community in general, and most importantly to our students and their families specifically. The Executive Director will manage the daily operations of the school. The Board elected a Chair, Vice-Chair, Treasurer, and Secretary. The standing board committees, including Governance, Finance, Academic Achievement, and Development, will ensure that the Board is strategically structured to oversee, support, and hold accountable the work of the school and that the Board is best positioned to make informed decisions. Board training is facilitated by the Chair of the Board, Executive Director, Building Excellent Schools, and outside partners. In addition, the Board will participate in an annual retreat to reflect on and strategically plan for the coming year.</p>
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<p>2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).</p>	<p>N/A</p>	
<p>3. Provide an overview of the charter school goals.</p>		

<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>Addressed within Charter Application p. 39-40 Performance Management</p>	<p>Vanguard Collegiate will utilize the following goals to address the academic outcomes of students:</p> <p>Goals 1 and 2: Students will demonstrate growth in both reading and mathematics (measured by students having minimum of five percentiles of growth per year in E/LA and Math based on NWEA MAP); all students will reach or exceed grade level proficiency in E/LA and Math by end of 8th grade.</p> <p>Goal 3: Vanguard Collegiate of Indianapolis will have high rates of daily attendance (measured by 95% average daily attendance)</p> <p>Goal 4: Students demonstrate high school and college readiness (measured by 90% of Vanguard completers graduating from high school on time).</p> <p>Achievement of these goals will demonstrate that Vanguard Collegiate is a high-quality charter school, as described in the Quality Counts CSP grant. In order to demonstrate that we are truly successful at meeting the needs of our students and our community, we must ensure that are students are demonstrating yearly academic growth and, more importantly, that they have all reached or exceeded grade level standards by Grade 8. Further, we will measure the success of our students after they have left Vanguard—as a college prep school, we must ensure that our students are not only successful in middle school, but that they have been prepared to attend high school and successfully complete. We will also review the number and percentage of our scholars that enroll in postsecondary education, are employed full-time, or have joined the military after completion of high school.</p> <p>Vanguard Collegiate also has goals related to parent and staff satisfaction (80% parent satisfaction, annually, and 80% staff satisfaction, annually), as we recognize that parents are an integral part of their child’s education and that</p>
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		satisfied staff will be more likely to continue teaching at Vanguard.
3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.	Addressed within Charter Application (Pages 42-43, Parents and Community, Parent Engagement)	Building parent trust in your school is a prerequisite for student achievement. The families of Vanguard Collegiate of Indianapolis will be genuine partners in the academic, behavior, and life success of our students. As a school, Vanguard Collegiate commits to communicating with families clearly and frequently, providing a safe school environment, ensuring structured classroom where students make significant progress in all academic areas, with a focus on reading and math. Parent involvement results in multiple benefits for students, including better social skills, higher attendance, and increased education rates. We deeply respect our students' families as partners and ensure strong communication and consistency in expectations between school and home. Before school begins, we meet with every family individually to explain expectations for students, families, and staff as well as to get to know the family and child. The school will conduct In-Home Conferences and Family Orientations, send home weekly Paycheck Reports, and hold Trimester Conference Nights Vanguard Collegiate will also provide a monthly Newsletter, host Family Nights at the school, communicate regularly through both email and phone, and host coffee with the Executive Director. The school will hold an annual Open House where Vanguard Collegiate shares academic results with families, both to celebrate student achievement and outline areas of improvement.
4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the use of the CSP funding .		

<p>4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.</p>	<p>Please see the attached budget narrative.</p>	<p>Vanguard Collegiate of Indianapolis requests an award of \$899,112 over four years to support the opening of a high-quality charter school acquire quality technical assistance. Resources are requested in the areas of Personnel/Benefits (50%), Travel/Professional Development (8%), Property/Equipment (12%), Contractual Services (SPED, ELL, and Academic Support Services) (9%), and Facilities/Transportation (22%).</p>
<p>4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.</p>	<p>Please see the attached budget narrative.</p>	

<p>4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires</p>		<p>Vanguard Collegiate has developed a startup and 5-year budget for the proposed charter school. The multi-year budget was prepared utilizing conservative revenue and expense assumptions whenever possible, with professional consultation from charter school budgeting and finance experts. Each fiscal year, the budget reflects a positive operating income and a growing fund balance to provide the school with opportunity to absorb unforeseen financial circumstances. By the end of the second year, fund balance is approximately equivalent to one month of operating cash and by the fifth year of operations, fund balance is equivalent to over three months of operating cash. To that end, most expenses in our CSP budget reflect expediting expenses we would otherwise incur in later years (i.e. – Hiring the Dean of Culture in Year 1 of the school as opposed to Year 2). Vanguard Collegiate has budgeted an ample projected fund balances to absorb the impact of potential revenue shortfalls. Fund balance is projected to be 8% after Year 1, or the equivalent of 1 month of operating cash on hand. By Year 5, fund balance is projected to reach just under 16% or 2 months of cash on hand.</p>
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<p>5) Provide an overview of the charter school governance plan and administrative relationships.</p>	<p>Addressed within Charter Application (Pages 13-15, Section 1: Evidence of Capacity, Governance Structure)</p>	<p>The founding team at Vanguard Collegiate has come together with a deep commitment to the school’s mission and vision and upon authorization will govern the school to ensure management executes on the mission and vision and reaches the accountability goals set forth in this charter. Starting in October of 2016, Mr. Marshall began to assemble the Founding Team. Since December of 2016, the group has met monthly, engaged in extensive community outreach, and contributed to and reviewed the charter application. Vanguard Collegiate is governed by a Board of Directors that will maintain active and effective governance to the school. The Board will ensure the school is held accountable to its mission including faithfulness to the charter, academic success, organizational health, financial viability, and regulatory compliance. The Board will set and approve policies including fiscal, personnel, and school policies that will, in turn, be executed and upheld by management. The Board of Directors will consist of at least seven (7) and not more than fifteen (15) members. All members of the Board of Directors will be residents of the State of Indiana, and at least sixty percent (60%) of the members will be residents of the Indiana county where current students at the charter school reside. The Board of Directors will hold regular meetings including a standard monthly meeting, an annual meeting, special meeting(s), and as necessary emergency meeting(s), and will maintain an odd number of members for voting purposes.</p>
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5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.	N/A	
5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.	Addressed within Charter Application (Page 116, Exhibit D Decision Making Authority)	The Board of Directors has completed training provided by Building Excellent Schools concerning understanding the difference between governance and management, which included but was not limited to reading, analysis and completion of assignments connected to <i>Charter School Board University</i> . The attached document explains the roles/responsibilities of the Board and Management in the areas of Performance Goals, Curriculum, Professional Development, Student Assessments, Data Management, Grade Level Promotion, Culture, Budget/Finance/Accounting, Student Recruitment, School Staff (Recruitment/Hiring), HR Services, Development, Community Relations, and IT.

<p>5c) Describe the process to select board members.</p>	<p>Addressed within Charter Application (Page 15, Section 1: Evidence of Capacity, Governance Structure)</p>	<p>Led by the Chair, the Governance Committee will oversee school and Board compliance with bylaws and other applicable legal regulations. It will be responsible for the development of a healthy Board, including but not limited to, membership and training. The Board will build and maintain members with as many areas of expertise as needed to govern effectively. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.</p>
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<p>5d) Describe the governance training for board members, current and prospective.</p>	<p>Addressed within Charter Application (Page 12-15, Section 1: Evidence of Capacity, Developing and Planning Partners)</p>	<p>The Board will work with EdFit – a nonprofit that works to ensure our most underserved students are afforded the tools necessary to fulfill their promise and become productive members of our community – to focused on promoting school community environments where all stakeholders demonstrate investment into our children through the introduction of and access to high quality educational options. The Board of Vanguard Collegiate will participate in the EdFit Leadership Series—an in-depth training around how to be an effective Board Member for Charter organizations/elected School Boards, Fundraising/Fund Development, and how to effectively advocate and articulate Education Reform to the local community. Board members participate in a four-session development and training program through EdFit. On February 3, 2018, Building Excellent Schools’ staff will facilitate a Committee Action Planning Meeting, a full-day retreat where the focus is the establishment of Board Committees, design, codification and alignment of goals to the YO strategic plan in support of the school, and the formalization of the board's annual calendar. Additionally, the Board will participate in trainings as recommended by the Indiana Charter School Board and/or identified by the Executive Committee from resources such as Indiana Youth Institute, Indiana Charter School Network, and Board on Track.</p>
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<p>5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.</p> <p>Please indicate “N/A” if no service provider is utilized.</p>	N/A	
<p>5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.</p>		<p>Vanguard Collegiate has contractual arrangements with Marian University and is working to secure another agency to assist in data collection, compliance, and reporting. The Board will receive a timeline mapping all deadlines for the calendar year, which progress will be reported regularly. Lastly, we will use a school management system to ensure operations and reporting is completely accurately and timely.</p>
<p>6) Provide an overview of the student recruitment and admissions process.</p>		

<p>6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.</p>	<p>Addressed within Charter Application (Page 39-40, Section 2: Education Plan, Student Recruitment and Enrollment)</p>	<p>Vanguard Collegiate of Indianapolis is committed to recruiting students in our target 46222 zip code. We will ensure that all recruitment materials are accessible to families, including providing materials in both English and Spanish. The recruitment strategy of Vanguard Collegiate is implemented annually beginning in November of the preceding school year. Our efforts beginning this coming fall have a significant impact on our ability to start strong in our first year of operation and will build momentum for the years beyond. Our efforts are to recruit double our enrollment goal, totaling 120 fifth graders and 120 sixth graders begin immediately upon authorization. We will recruit a broad cross section of students and will employ a wide range of strategies to ensure all families, particularly those that may be less informed about school choice options, are aware of the opportunity to enroll with us. While active recruitment to submit applications will not begin until November, we have been spreading the word regarding Vanguard Collegiate for the last ten months, speaking with over 100 families, of which 40 sought intent to enroll forms. We will conduct the following recruitment activities which are intended to reach all students: Development and mass distribution of a simple application that only requires information which is necessary to conduct an open and transparent lottery; Paid and earned media advertisements (i.e., newspaper, radio, television); Collaboration with community partners - social service, religious, and civic organizations and businesses; Information sessions held in Haughville; Execution of a community immersion - door-to-door canvassing in densely populated residential neighborhoods and heavily trafficked commercial areas; Use of third-party mail house to distribute applications. Vanguard Collegiate will abide by all state and federal non-discrimination laws – admitting students regardless of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental and/or physical disability, age, ancestry, special need, English language proficiency, and/or academic achievement. This is consistent in our enrollment policy, admission requirements, scheduled</p>
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		<p>application period, admission lottery procedures, student waitlists, student withdrawals, student reenrollment, and student transfers as outlined in Attachment 7.</p>
<p>6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.</p>		<p>Pursuant to IC 20-24-5-52, should the number of applicants exceed the number of available seats, we will hold a random drawing in a public meeting for student enrollment two weeks after the application deadline. The lottery will be governed by the following principles:</p> <ul style="list-style-type: none"> • All students who have submitted a formal application prior to the deadline will be allowed to enter the lottery. In 2018, the application window closes at 6:00PM on March 5. • All students drawn in the public lottery will receive an offer for a seat in the school until all available entry grade seats are filled. • Students who are drawn after all seats are filled will be added to an ordered wait list, and will come off the wait list once seats become available in the order they are listed. Applicants that have enrolled siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. Sibling preference is designed to ensure that all students within a family are able to, if desired, attend the same school. • The lottery will be conducted within two weeks of the application deadline. In 2018, the lottery will occur on March 19 at a location to be determined but accessible by all. <p>Preference in the lottery will be given to students currently attending Vanguard Collegiate and siblings of students currently attending Vanguard Collegiate.</p>

7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students.		
7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.	Addressed within Charter Application (Page 35-39, Section 2: Education Plan, Special Populations and At-Risk Students)	
8. Provide an overview of the community outreach activities.		
8a) Describe how parents and the community are involved in the planning and design of the charter school	Addressed within Charter Application (Page 42-45)	
9. Provide an overview of the fiscal management plan.		
9a) Describe the internal controls over expenditures and how records will be maintained	Addressed within Charter Application (Page 53-54, Section 3: Start-Up and Operations)	

<p>9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.</p>		<p>Per our Fiscal Policies, The Executive Director will manage, track, and report on this grant. The budget and decisions within the grant were created by the Executive Director and vetted by the Board of Directors. Items purchased with funds from this grant will be tracked in its own respective grant tracker as are all grants awarded to Vanguard Collegiate. The Finance Committee of the Board will receive monthly reports, which they will incorporate into their report to the entire body monthly. Vanguard Collegiate will adhere to all timelines, deadlines, and reporting processes required by this grant.</p>
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<p>9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant</p>		<p>Vanguard Collegiate has developed a startup and 5-year budget for the proposed charter school. The multi-year budget was prepared utilizing conservative revenue and expense assumptions whenever possible, with professional consultation from charter school budgeting and finance experts. Each fiscal year, the budget reflects a positive operating income and a growing fund balance to provide the school with opportunity to absorb unforeseen financial circumstances. By the end of the second year, fund balance is approximately equivalent to one month of operating cash and by the fifth year of operations, fund balance is equivalent to over three months of operating cash. The main per pupil assumption for basic funding used was \$5,353 per student. In addition, Vanguard Collegiate also included an assumption for the Charter & Innovation Grant of \$500 per student for the first two years with the understanding that continued eligibility is predicated on receiving an A, B, or C grade in the state ranking system. The budget includes an assumption of Complexity Grant funding of \$3,539 per student, which was prorated by a factor of 0.65. All the available guidance suggested Vanguard Collegiate could budget for the full \$3,539 per student, but out of conservatism, it has incorporated a hedge of 0.65 to account for the complexity factor. Vanguard Collegiate included an assumption for state special education funding for various types of need levels. It assumed that special education students constituted 10% of the enrollment in each year, with an estimated 10% of the special education students having a severe disability generating \$8,800 per qualifying student and 90% of special education students having a mild or moderate disability generating \$2,300 per qualifying student. Vanguard Collegiate budgeted for Title I and Title II allocations, of \$402 and \$40 per qualifying student, respectively, tied to an assumption of qualifying students being free and reduced lunch students estimated at approximately 78%. Vanguard Collegiate also expects to receive IDEA funding at \$519.40 per eligible</p>
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		<p>special education student, as well an E-Rate reimbursement of telecommunication services at 80%. Vanguard Collegiate has planned also for NSLP revenues and greater than offsetting costs of implementing the National School Lunch Program, as well as the breakfast and snack programs. Revenues have been projected based on assumption around meals serve to eligible students and the FY 2017 federal reimbursement rates, using the anticipated student FRL profile, number of days and attendance rates, and likelihood of participating to project the fiscal impact. For all revenue assumptions, Vanguard Collegiate did not incorporate any rate increase or inflation year over year. Without more multiyear budget information at the state and federal level, Vanguard Collegiate believes this to be the most conservative budgeting plan.</p>
<p>10. Provide an overview of the facilities to ensure they are safe, secure, and sustainable.</p>		
<p>10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs</p>	<p>Addressed within Charter Application (Page 51, Section 3: Start-Up and Operations, Facility Plan)</p>	<p>To determine the financial feasibility of developing a new middle school to serve grades 5-8 with a capacity of 480 students, we have engaged the Illinois Facility Foundation (IFF), a non-profit with substantial experience assisting not-for-profit corporations in planning, constructing, rehabilitating, financing and assessing facilities. IFF has completed a demographic analysis of the potential neighborhoods where we seek to locate and an assessment of the impact the development of a new school would have on the gap in quality school service for students in each potential neighborhood. Their analysis includes financial pro forma and development budgets and space planning. The final site search and due diligence will include facility assessments, cost estimates, and lease negotiations. Although we have not secured a facility, we have identified three sites within our desired location that meet our programmatic, square footage, and access needs. Preliminary results are outlined below. Currently, we have Letter of Intent on a facility within our target community of 46222.</p>

<p>10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan</p>		<p>As we prepared our charter application, we planned to not provide transportation as it was an expense we could not afford in Year 1. However, as we move to convert families from "intent to enroll" to fully enrolled we are discovering a larger need for transportation. Although many of our interested families are from within 46222, we anticipate having scholars from neighboring communities. As we will only provide transportation if awarded this grant, we have not yet developed a fill transportation plan.</p>
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Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes _____
B) Budget Form/Narrative (use required form)	Yes _____
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Yes _____
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes _____
E) Enrollment or student admissions policy	Yes _____
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Yes _____ N/A _____
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes _____